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ABSTRACT

This teaching unit on community workers is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains ten lessons designed to acquaint students with the world of work in their environment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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ED188016

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#162

CAREER UNIT FOR GRADES K-2

COMMUNITY WORKERS

(Public Service Occupations Career Cluster)

CE 025 881

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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September, 1979

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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PUBLIC SERVICE OCCUPATIONS
CAREER CLUSTER:

COMMUNITY WORKERS

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PUBLIC SERVICE OCCUPATIONS
CAREER CLUSTER:

COMMUNITY WORKERS

TEACHERS' GUIDE

RATIONALE

Most children have had some experience or contact with workers in their community. This unit is designed to acquaint the child with the world of work in his or her environment. Activities in the unit will help make students aware that various people do different things at their work. The students will also recognize that workers depend on each other and the tasks performed by each individual in order to get the job done. The relationship between school learned and job performance will also be explored.

GOALS

Through this unit, the students will:

-Become aware of the "world of work" in a community.

-Become aware that various people do different things at their work.

-Recognize that workers depend on each other. The contributions of each individual are important in the total job completion.

-Become aware of his/her role and responsibility as an effective member of the community.

-Understand the relationship between school learned skills and job performance.

-Recognize that various tools are used in the world of work.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Identify six jobs necessary to the functioning of a community.

-Name at least ten workers in the community and tell about each job they do.

-Tell how the workers depend on each other in order to make the community operate in an efficient way.

-Name at least four skills necessary in order for any worker to do his/her job well.

-List at least two ways to become a responsible member of the community.

-Identify at least two workers who make things and two workers who serve other people.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine the class awareness of the world of work within a community.

1. Who can name some jobs in our community that are needed to keep it functioning?
   (school, police, bank, fire station, drugstore, food store, service station, etc.)

2. Name as many workers as you can who are part of our community.

3. How do these people work together in order to keep our community running smoothly?

4. What tasks do these community workers do as they perform their jobs?

5. Name some of the tools these workers use.

6. How do these community workers use school subjects (math, art, reading, science, music)?

7. What kind of special training do they need in order to do their jobs?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Books and study prints about community workers.
Films and filmstrips about community workers.
Tape recorder and tape.
Film and filmstrip projectors.
Newspapers and magazines.
Variety of art materials.
Task cards.

Books:

Title	Author
Billy the Barber	Kunhardt
Our Neighborhood	Fraser
About Friendly Helpers Around Town	Hoffman
Our Friendly Helpers	Hoffman
About Helpers Who Work at Night	Hoffman
Fathers at Work	Radlauer
City Workers	Rowe
The Night Workers	Schwartz
Gas Station Gus	Kunhardt
Dear Garbage Man	Zion

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS.

Films:

MP 2626 How Will I Grow
MP 6568 Goods And Services
MP 5942 Everyone Helps in a Community

COMMUNITY RESOURCES

The following persons may be used in this unit:

-School Personnel
-Community Workers
-Parents

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE

To develop an awareness of the jobs necessary to keep a community functioning.

MATERIALS

1. Tape recorder.
2. Tape.
3. Chart paper.
4. Felt pen.
5. Entry Level Assessment.
6. Book: Our Friendly Helpers, Hoffman
7. Task cards 3, 6, 15.

INTRODUCTION

Say: "Today we will talk about the many kinds of jobs and workers in our community that our families depend upon."

CLASS ACTIVITIES

1. Entry Level Assessment.
2. Read book.
3. Class discussion of book.
4. List on chart paper the workers needed by the community.
5. Task cards.

SUMMARY

1. Individual reports from students using task cards.
2. Review list of workers.

Lesson 2

PURPOSE

To observe, through a walking field trip, the tasks performed on the job by community workers.

MATERIALS

1. Permission slips.
2. Student Observation Guide. (See below)
3. 12 x 18 manila paper.
4. Crayons.

INTRODUCTION

Say: "Today we will take a walk to some of the places in our community and watch the workers as they do their jobs."

CLASS ACTIVITIES

1. Discuss items listed on the Student Observation Guide.
2. Take a walking field trip.
3. Follow up field trip by making illustrations of workers seen.

SUMMARY

Individual sharing of illustrations.

Student Observation Guide:

1. How many people work at the _____?
2. What are some of the jobs different people do?
3. How do some of the people work together?
4. What special tools do some of the workers use?
5. How many of the workers wear special clothing or uniforms? Why?
6. What school subject skills (reading, writing, math, art, science, music) do the various workers need to do their jobs?
7. What things about the various jobs would you like or dislike?

Lesson 3

PURPOSE

To become aware that some workers produce goods and some workers provide services.

MATERIALS

1. Picture of fireman and carpenter.
2. Film or filmstrip projector.
3. Film or filmstrip about goods and services. Suggested film: We Want Goods and Services available at County Schools Instructional Resources Center.
4. Task cards 1, 2.

INTRODUCTION

Show a picture of a firefighter and a carpenter. Say: "What is the difference between this job and this one? Does this person make anything? Define terms: This person makes things or goods for us. This person does things for us or provides a service. Today let's talk about the workers who help us and those who make things."

CLASS ACTIVITIES

1. View film.
2. Class discussion based on film.
3. Task cards.

SUMMARY

Individual reports from students using task cards.

Lesson 4

PURPOSE

To develop an awareness that adults in the family and in the neighborhood are also workers in the community.

MATERIALS

1. Film or filmstrip projector.
2. Film or filmstrip about family members who work. Suggested film: How will I Grow available at County Schools Instructional Resources Center.
3. Tape.
4. Tape recorder.
5. Task card 10.

INTRODUCTION

Say: "Today we will talk about members of your family (mother, father, brother, sister) who not only work at home but have jobs in the community."

CLASS ACTIVITIES

1. View film or filmstrip.
2. Tape record students telling who in his/her family is a worker, what this person does and why the job is important.
3. Task card.

SUMMARY

1. Listen to taped reports.
2. Individual reports from students using task card.

Lesson 5

PURPOSE

To understand the various tasks performed by workers at school and how each contributes to the operation of a school.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Task card 16.

INTRODUCTION

Say: "We need many workers at our school. Let's take a walk to see what our school workers do and find out why we could not do without them."

CLASS ACTIVITIES

1. Tour of school, visiting the custodian, nurse, secretary, principal, etc.
2. List of workers at school.
3. Role playing by students of workers visited.
4. Task card.

SUMMARY

Individual reports from students using task cards.

Lesson 6

PURPOSE

To recognize that workers rely upon each other in order to complete the job.

MATERIALS

1. Manila drawing paper.

2. Crayons.

INTRODUCTION

Say: "Today we'll talk about how workers depend upon each other to do their jobs so the whole job can be done well."

CLASS ACTIVITIES

1. Discussion: Stress the importance of doing the job assigned. Children tell of jobs they do for parents and teachers so the home or classroom function. Discuss community jobs--how the police officer and firefighter work together, etc.

2. Assign four children to work on a picture. Three work together and one works alone. The same things should be in each picture. In the group of three, assign one child to make a tree, another the house and the last draws a flower. The one working alone draws all of these.

SUMMARY

1. Sharing of pictures by four students.

2. Class discussion of what the results would be if one of the three children working together had not done his/her job, concluding with the idea that workers depend upon each other to be responsible for their part of the job.

Lesson 7

PURPOSE

To make the student aware that classroom skills such as reading, writing and the use of numbers are needed by workers.

MATERIALS

1. Study prints or pictures of community workers or suggested film: Everyone Helps In A Community available at County Schools Instructional Resources Center.

2. Task card 13.

INTRODUCTION

Say: "The things we learn in school, such as reading, writing, and numbers are needed by workers as they do their jobs. Let's look at some of our community workers and decide what skills they use."

CLASS ACTIVITIES

1. Discussion based on study prints, pictures or film.

2. Task card.

SUMMARY

1. Discussion based on reports from students using task cards.

Lesson 8

PURPOSE

To make the children aware that there is a need for rules in our community, school and home. Those rules are necessary to the well being of all workers in the community.

MATERIALS

1. 2 pieces of 12 x 18 construction paper.

2. 12 x 18 unlined newsprint.

3. Crayons.

4. Felt pen.

INTRODUCTION

Say: "What would happen if you could come to school at any time of the day you wanted? What if there were no traffic lights and stop signs? What if everyone could do anything they wanted? What could we do to solve this problem?"

CLASS ACTIVITIES

1. Discussion based on introduction. Emphasize the need for guidelines to follow in the school and community.

2. Each child to illustrate an important school or community rule. (These will be made into a class book.)

SUMMARY

1. Individuals share pictures for the class book.

2. Children put the book together and decide on the title.

Lesson 9

PURPOSE

To become acquainted with the skills and job preparation necessary to become a specific community worker.

MATERIALS

1. Resource person (responsible member of the community).
2. Interview Sheet, next page.
3. 1 piece of primary writing paper.
4. Felt pen.

INTRODUCTION

Say: "Today we will hear from a worker in our community who can tell us more about his/her job." Introduce resource person.

CLASS ACTIVITIES

1. Listen to resource person, using interview sheet as a guide.
2. Children dictate class thank you note to be sent to resource person mentioning things they learned.

SUMMARY

Discussion based on details given by resource person.

Interview Sheet

If possible this should be sent to the resource person a few days in advance.

1. What is your job title?
2. What are some of the things you do on this job?
3. What training do you need for this job?
4. How many people work with you?
5. What do you like most about your job?
6. What do you learn from your job?
7. Why is your job important to other persons?
8. What are some things you dislike about your job?
9. Is your job dangerous?
10. If I wanted to have a job like yours, what things should I start doing to get ready for it?

Lesson 10

PURPOSE

To enable the students to assess how much they've learned about workers in the community and the skills and responsibilities necessary to do a job.

MATERIALS

1. Tape from pre-test.
2. Entry Level Assessment.
3. Tape recorder.
4. Tape.
5. All task cards.

INTRODUCTION

Say: "Today we'll find out how much we've learned about community workers. Let's listen to the tape we made before we began our unit. Then we'll find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make a new tape as a post-tape.
3. Free use of all task cards.

SUMMARY

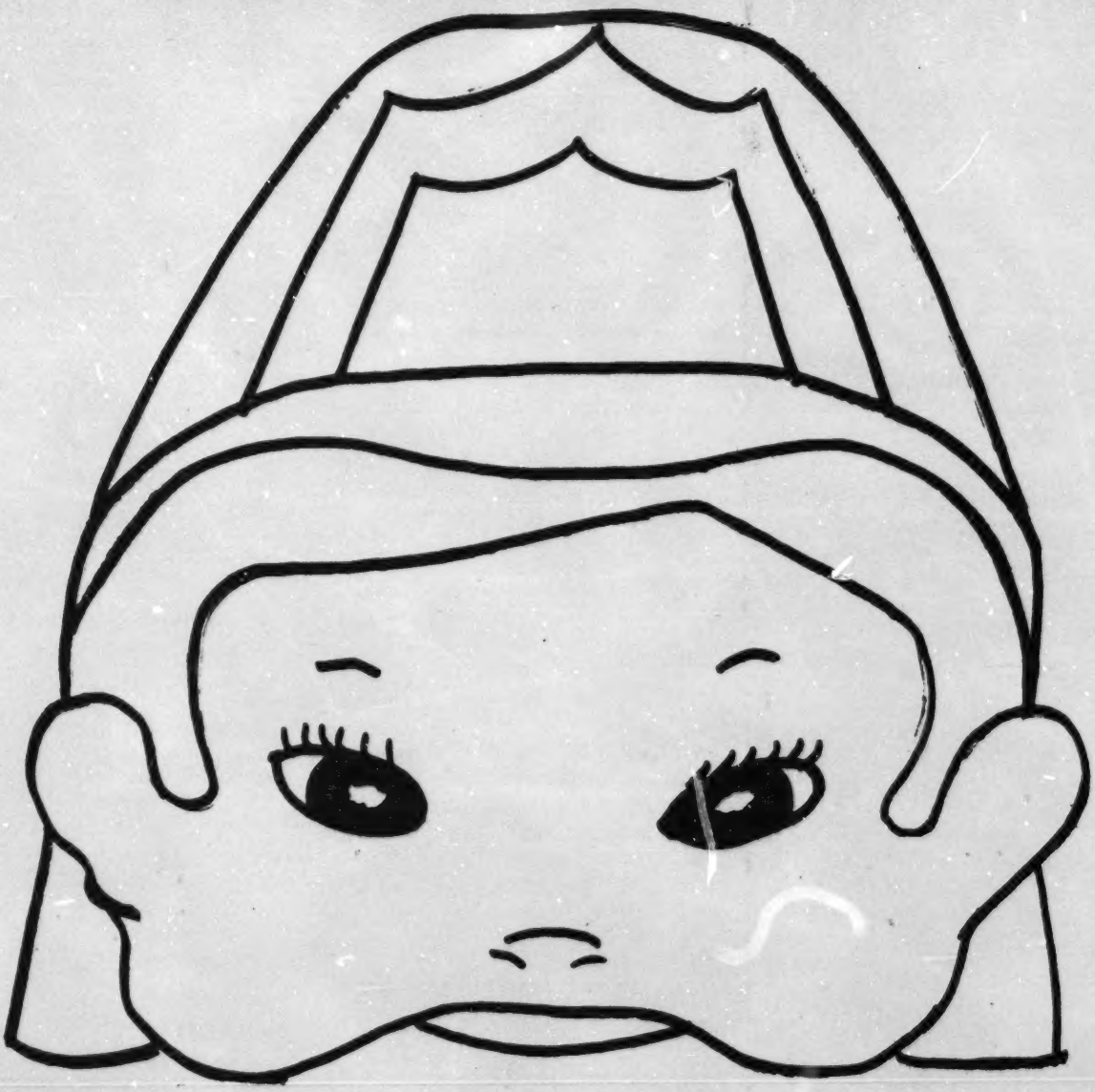
The children should be free to discuss what they have learned about community workers.

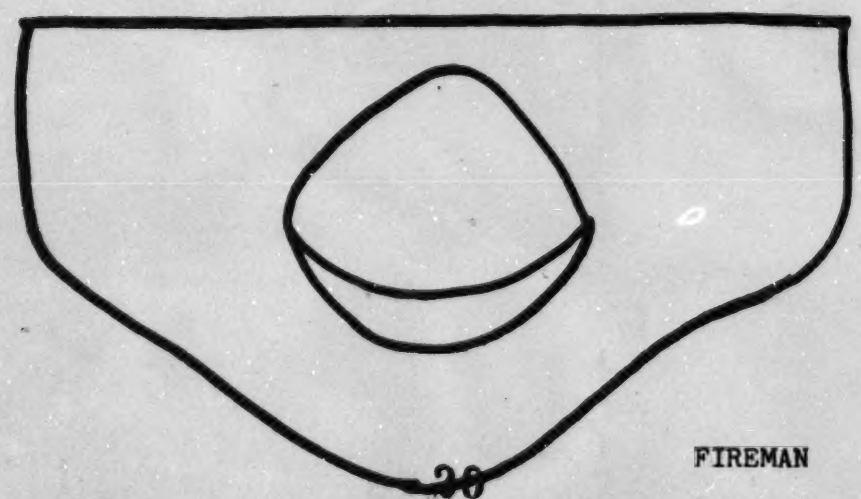
PAPER BAG PUPPETS: COMMUNITY WORKERS

The following seven pictures may be thermo-faxed to make masters for paper bag puppets.

Each worker may be represented by both men and women.

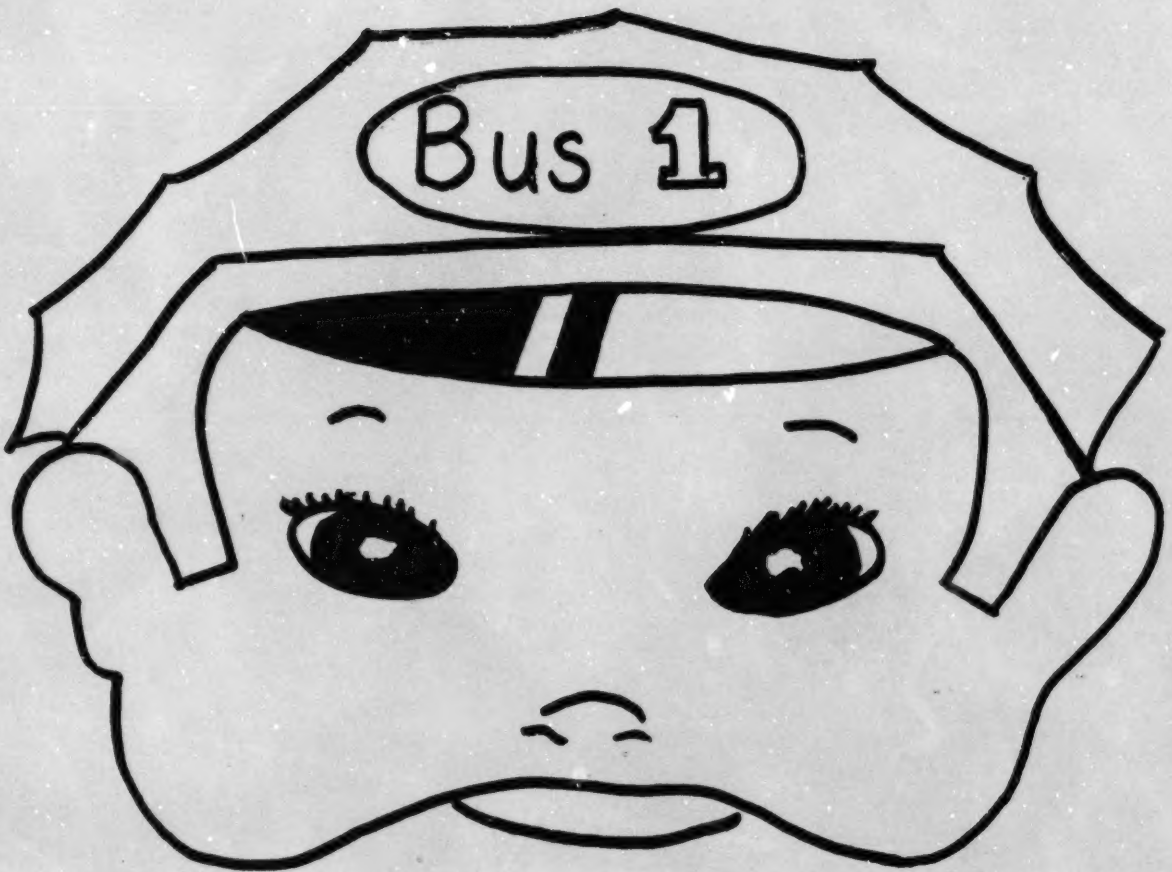
The teacher should encourage youngsters to make paper bag puppets of many other workers.

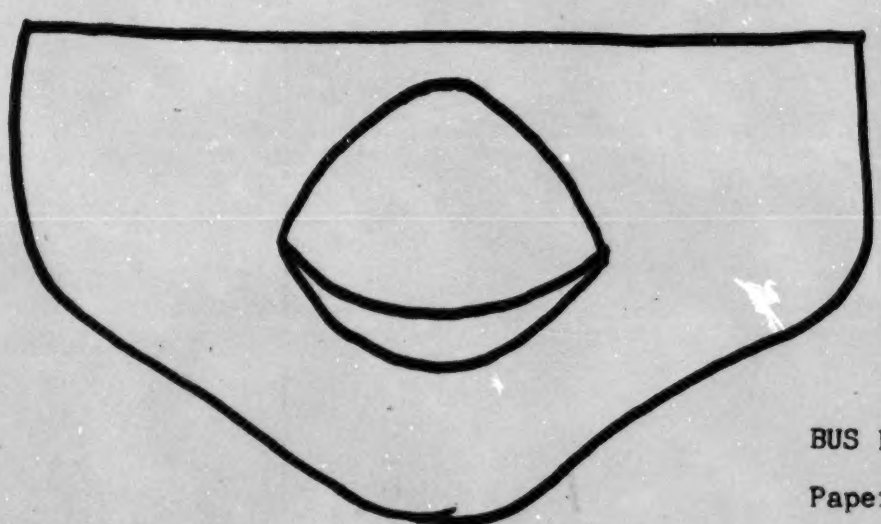




FIREMAN

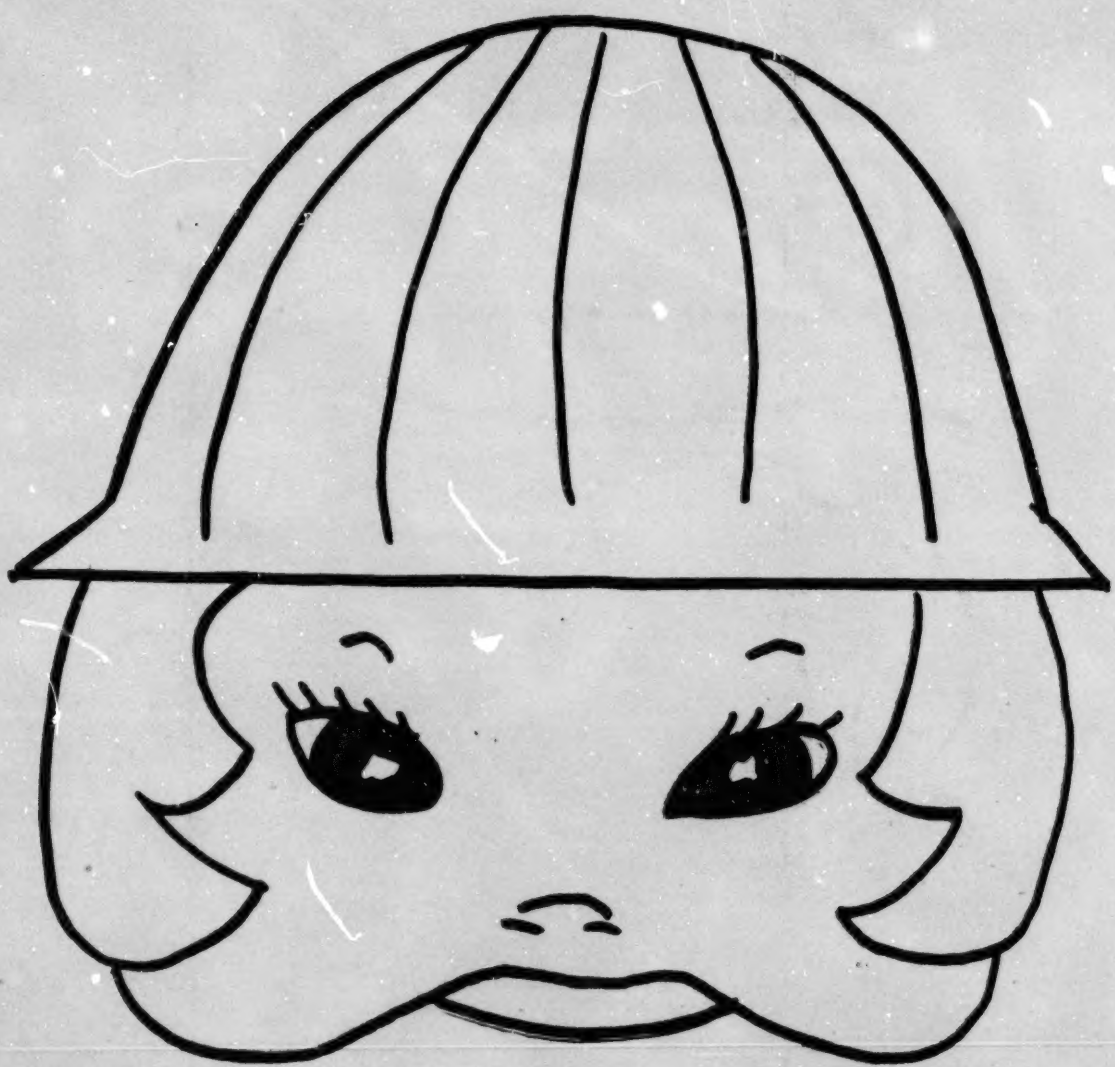
Paper bag puppet

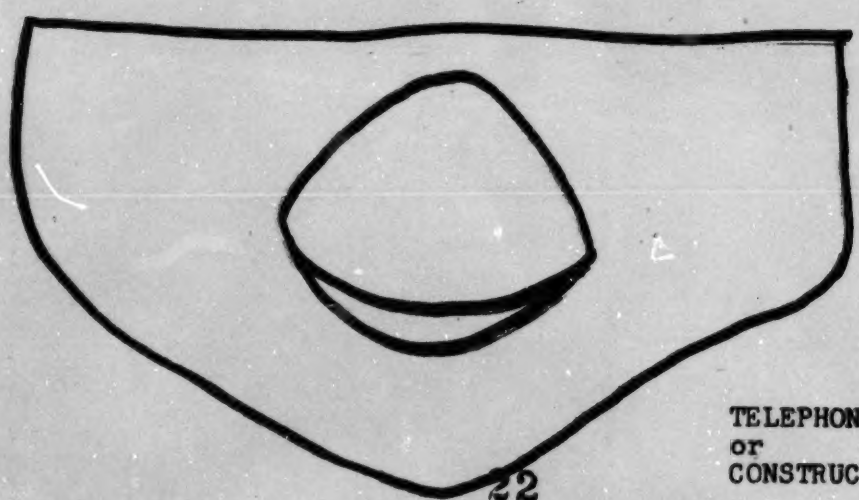




BUS DRIVER

Paper bag puppet





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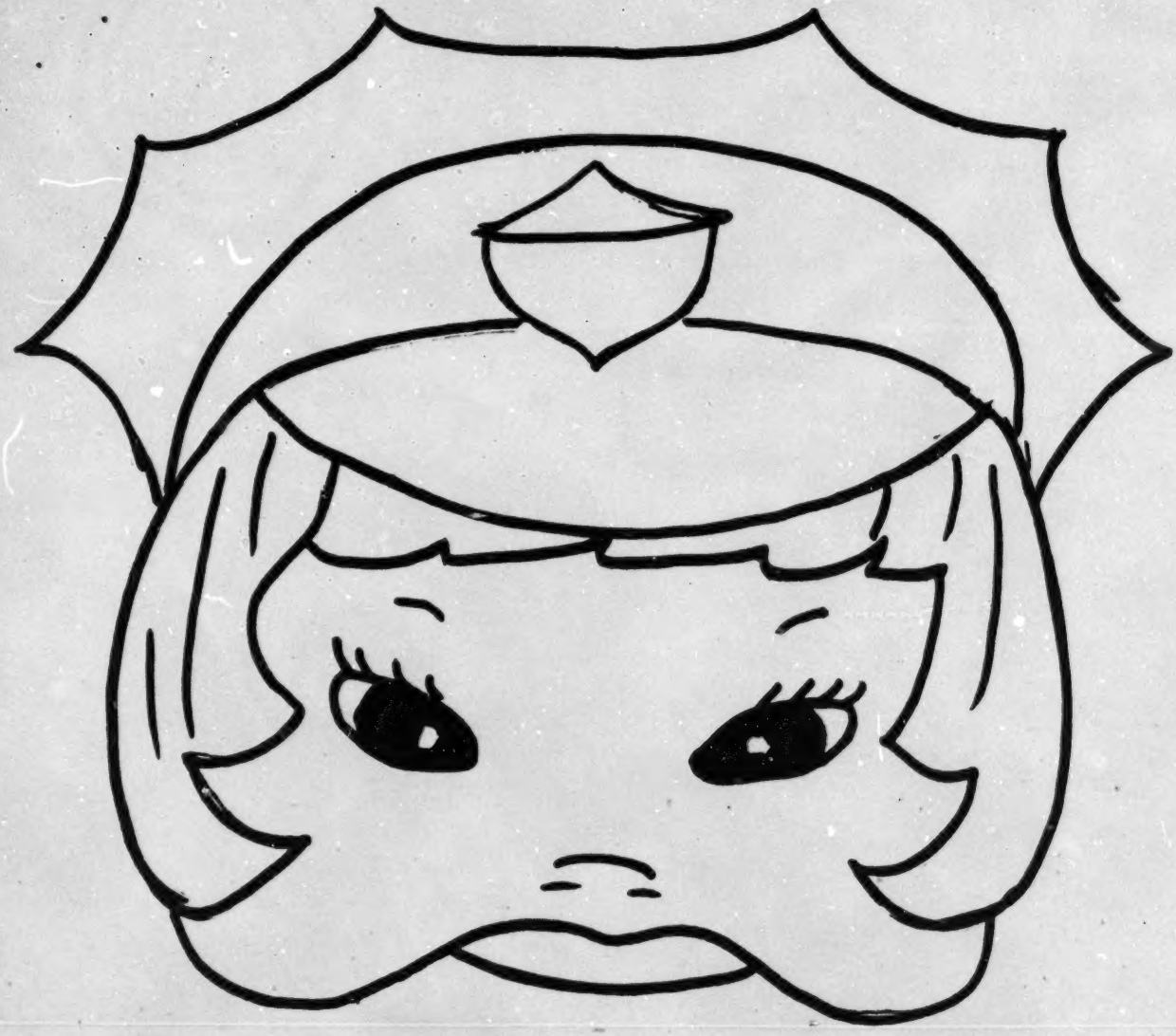
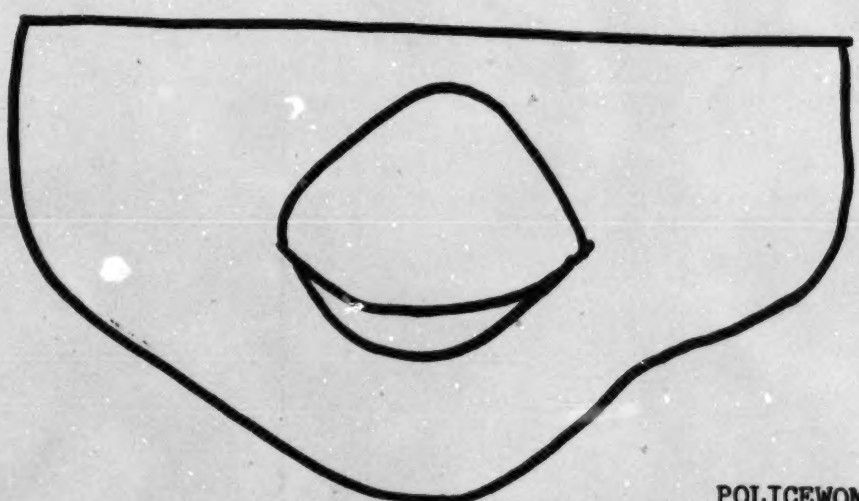
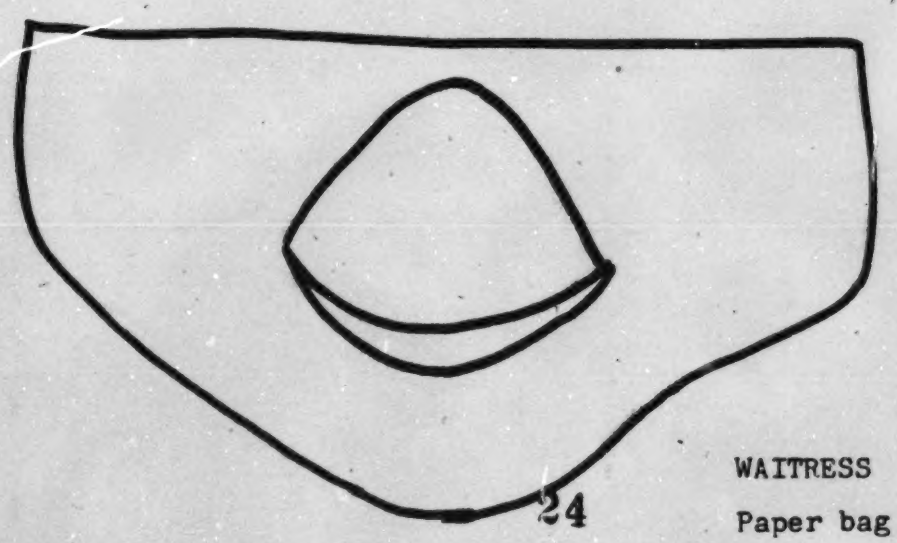
TELEPHONE LINE WORKER
or
CONSTRUCTION WORKER
Paper bag puppet





POLICEWOMAN
Paper bag puppet



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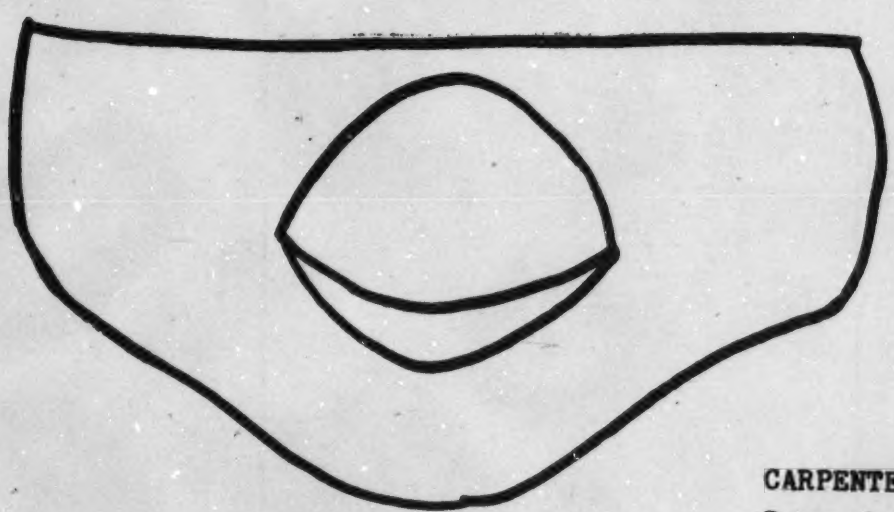
WAITRESS

Paper bag puppet



CARPENTER

Paper bag puppet

TELEPHONE OPERATOR
Paper bag puppet

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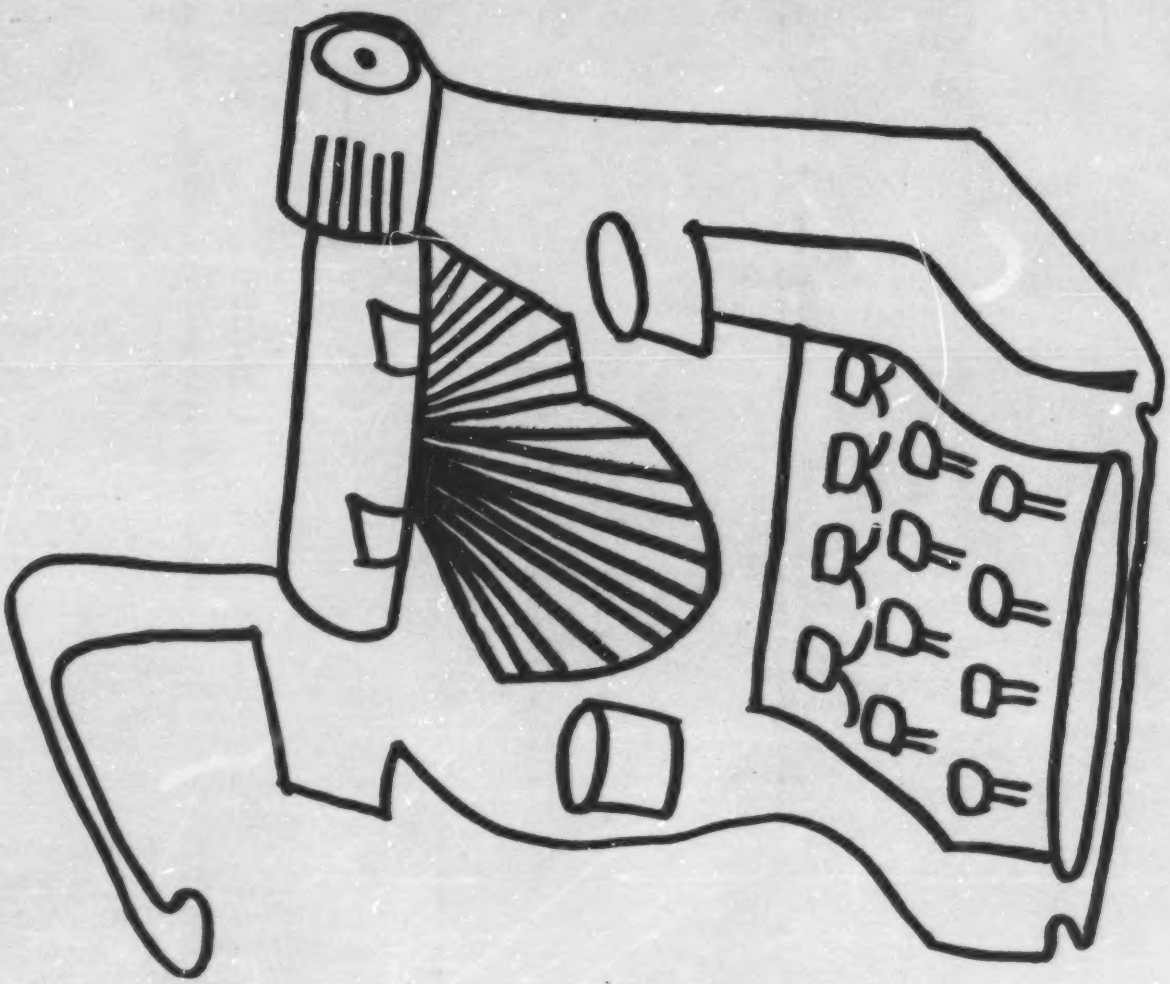
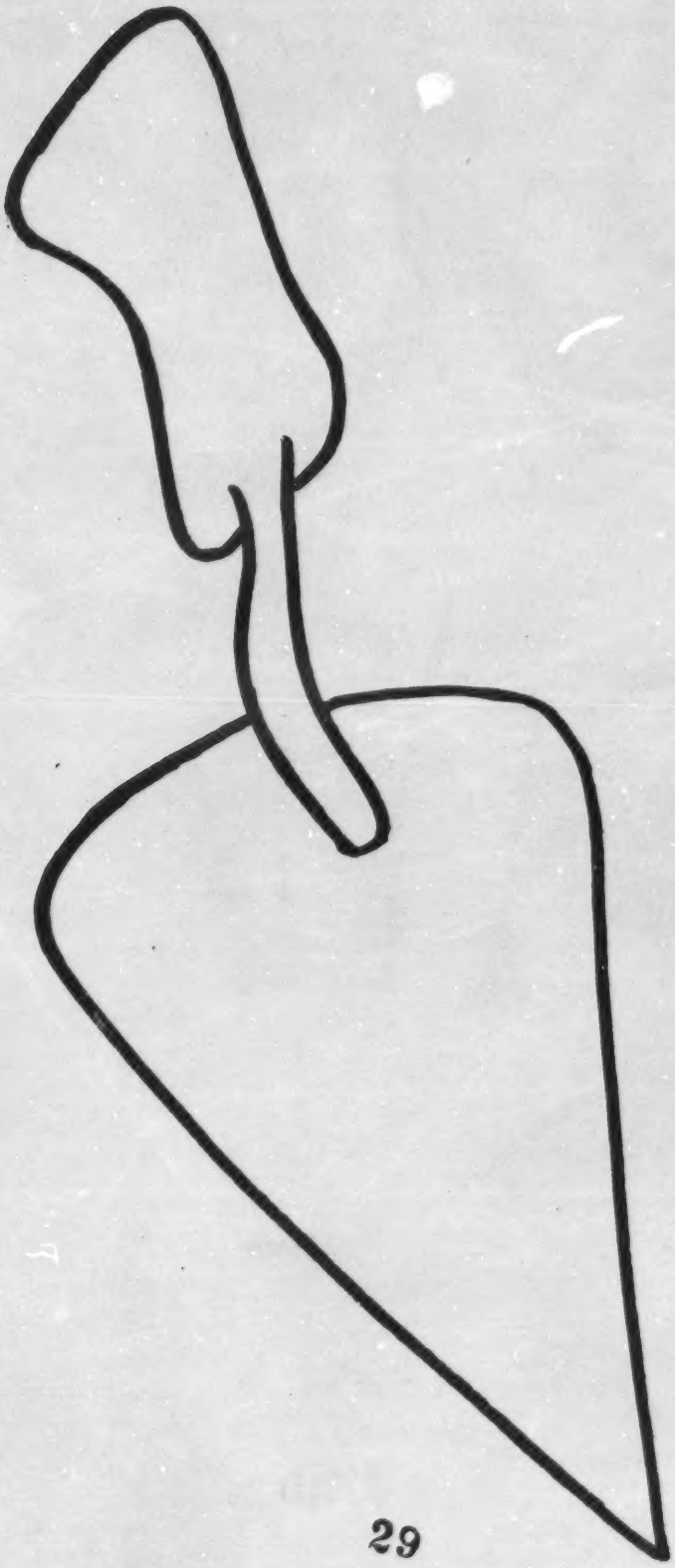
BULLETIN BOARD IDEAS - DISCUSSION HELPS - CREATIVE WRITING

The following six pictures are to be used as bulletin board ideas, discussion helps or creative writing.

They may be used at the discretion of the teacher.





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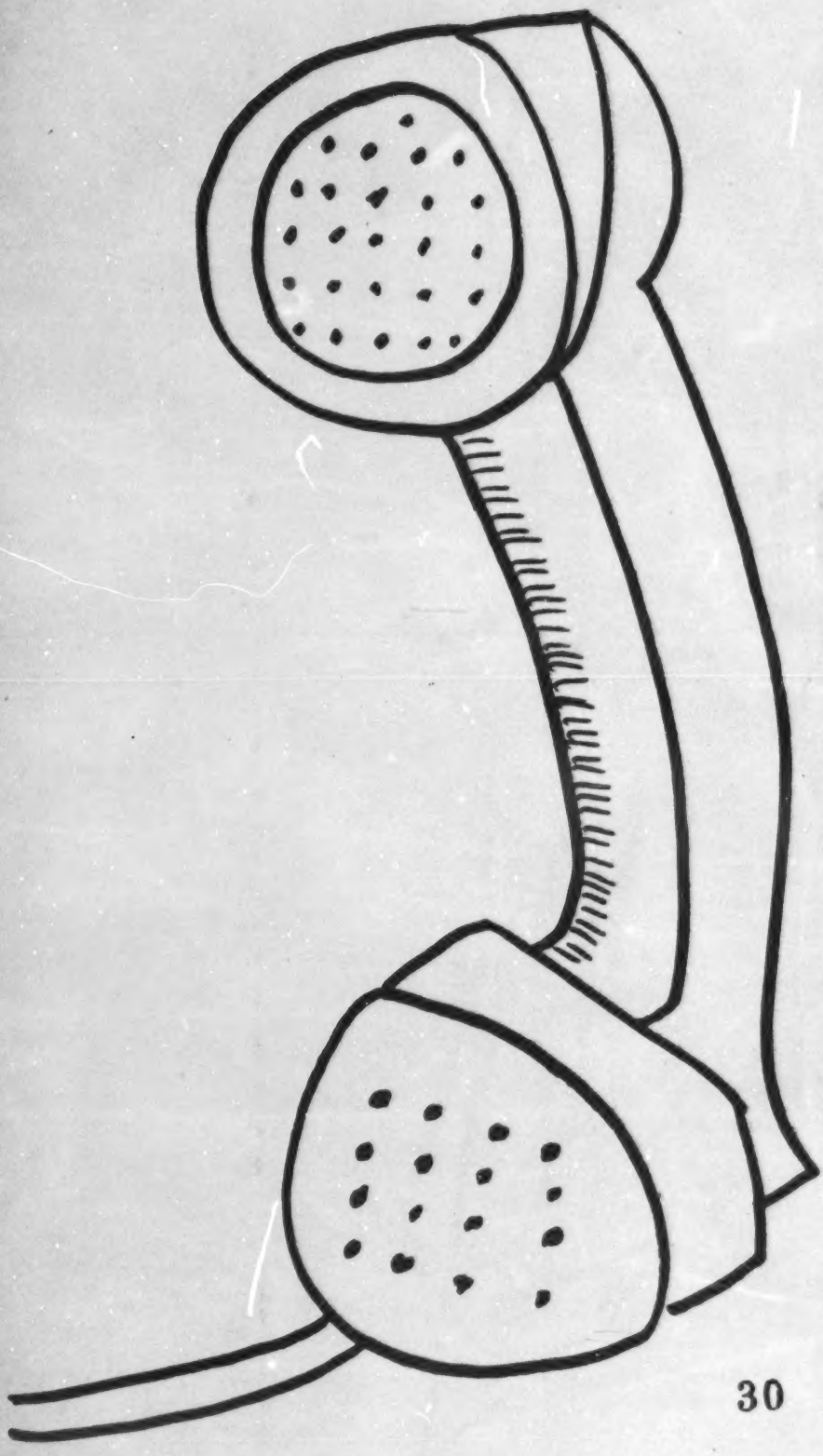

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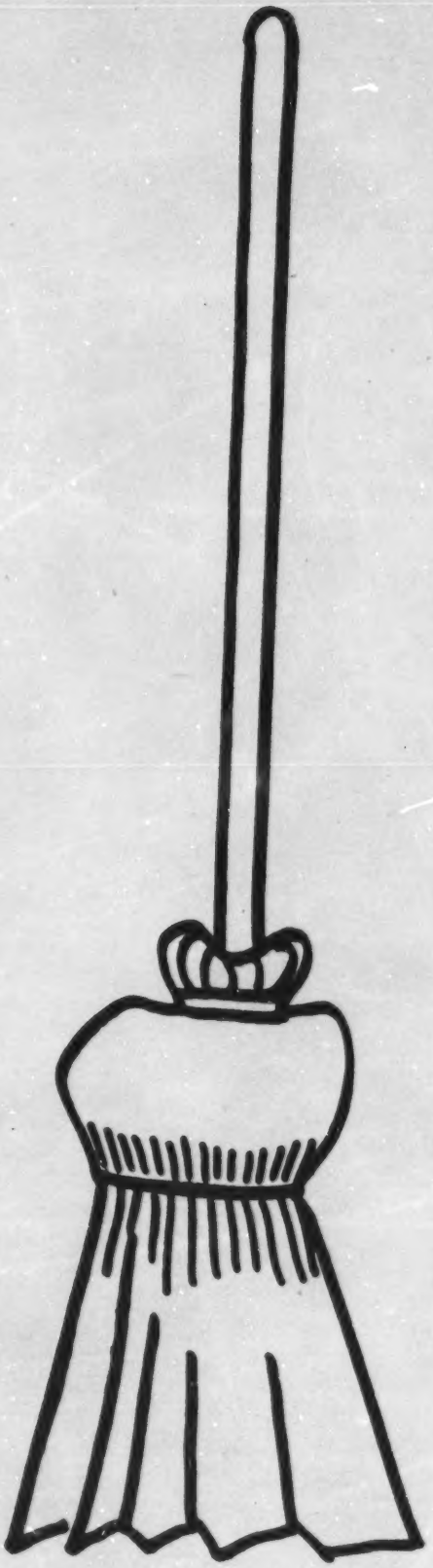

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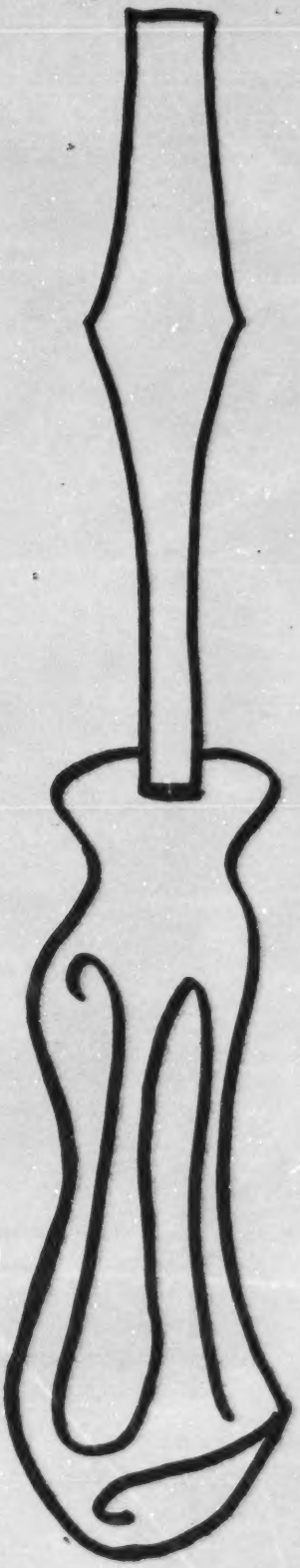

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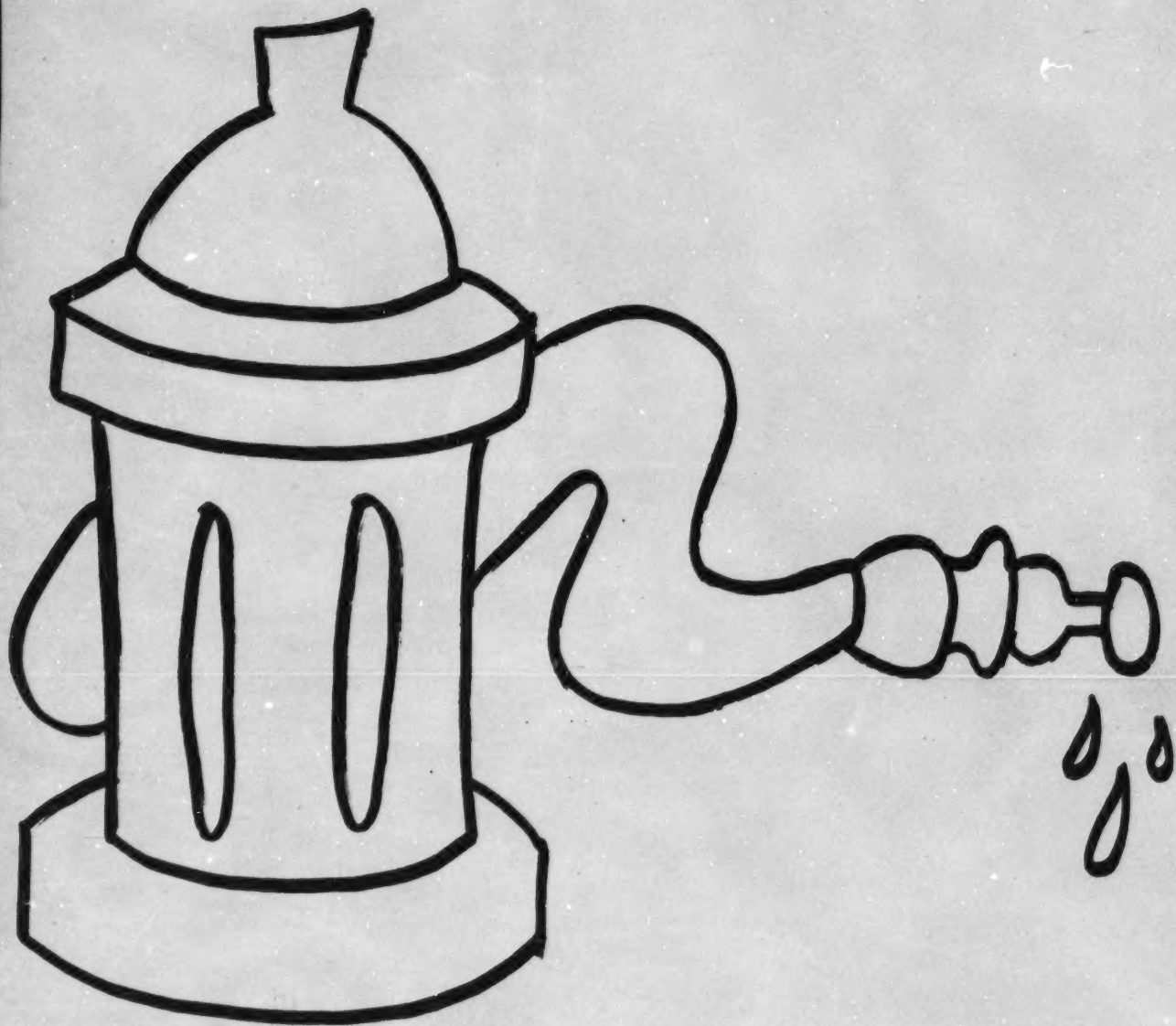
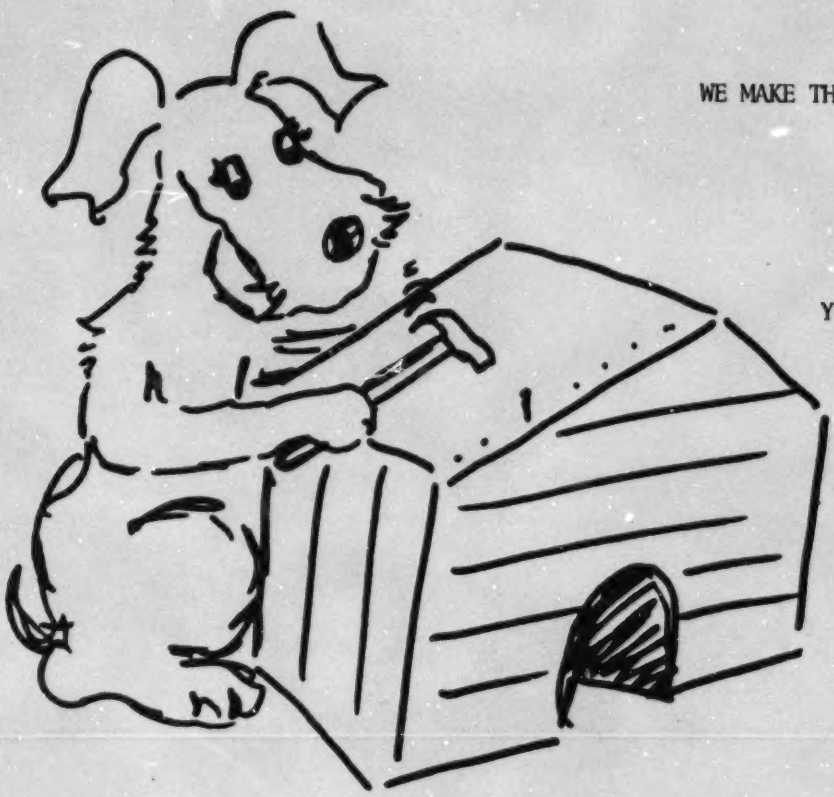


Task Card 1



WE MAKE THINGS

You need:

-paper

-scissors

-paste or glue

-magazines and newspapers

Cut out pictures of workers who make things. Past them on the paper. Share your pictures with a friend.

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WE HELP YOU

You need:

-paper

-scissors

-paste or glue

-magazines and newspapers

Cut out pictures of workers who serve other people. Paste them on the paper. Share your pictures with a friend.

WHO AM I?

You need:

-paper

-pencil

-crayons

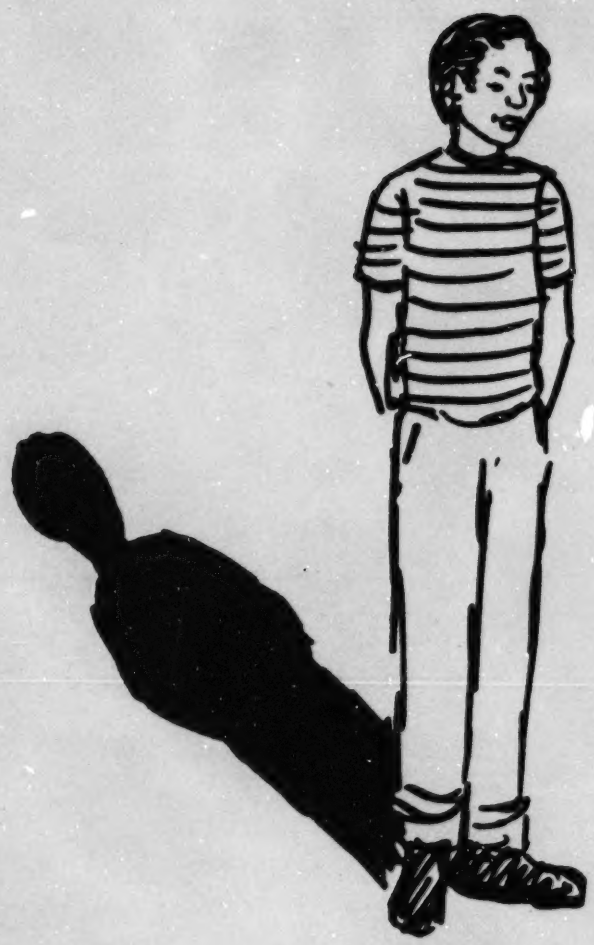
-a parent helper

Solve these riddles. Tell your answer to a parent helper. Make up a riddle about some job you'd like. Tell it to the parent helper, who will write it down. Draw a picture to show each worker.

a. You bring your car to me. I put gas and oil in it. I fix the motor, too. Who am I?

b. I walk up one street and down the other. I stop at houses. I have letters in a bag. Who am I?

c. I make cookies. I make pies and cakes. I make bread, too. Who am I?



ME AND MY SHADOW

You need:

-pencil

-butcher paper

-paint or crayons

-brushes

a friend or parent helper

Lie down and stretch out on the butcher paper. Have a friend or parent helper trace around you. Color or paint your face on the outline and dress it in a worker's uniform that you would like to wear.

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PASTE A PUPPET

You need:

-pencil

-drawing paper

-crayons

-paste or glue

-tongue depressor

Draw a picture of a worker you have learned about. Color the picture. Cut it out and paste it on the tongue depressor. Make up a play about your puppet and share it with a friend.

SAFETY SCRAPBOOK

You need:

-construction paper

-magazines and newspapers

-scissors

-paste

Cut out pictures of workers who help keep us safe. Paste them in your scrapbook. Make a bright cover for your scrapbook.

ACTORS ALL!

You need:

-acting skill

-one class full of children

-job titles

Put job titles on small slips of paper Fold the slips. Keep them in a box. Select one child to come forward and choose a slip. Whisper the job to the child. Have each pantomime what the worker might do on the job. The children have three chances to guess what worker it is.

Job Titles:

Fire Fighter	Barber	Telephone Operator	Baker
Butcher	Cashier	Sanitation Workers	Typists
Teacher	Doctor	Police Officer	Nurse
Custodian	Milk Carrier	Tailor/Seamstress	Mechanic
Beautician	Plumber	Bus Driver	Waitress/Waiter
Pharmacist	Principal	Bank Teller	Mail Carrier
Veterinarian	Carpenter	Secretary	Librarian

WHAT IF?

You need:

-tape recorder

-tape

-a friend

Think about what might happen if we had no:

-fire fighters

-police officers

-mail carriers

-plumbers

-custodians

-teachers

Talk about these with a friend and record your ideas.

WORKERS' CIRCLE

You need:

-scissors

-two strips of manila paper (2 in. by 18 in.)

-paste or glue

-magazines

-one piece of string

Cut out pictures of community workers. Paste them on the strips of paper. Bend and glue both strips around each other to make a ball. Hang it from a piece of string.

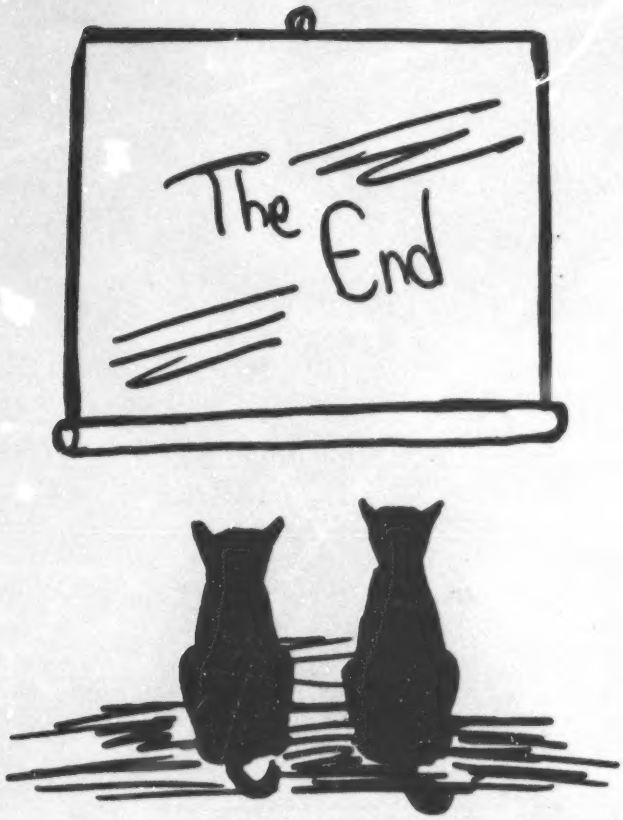
SOMEONE IN MY FAMILY

You need:

-drawing paper

-Crayons

Fold your paper in half. On one half of your paper show what job a member of your family does at home. On the other half of your paper show what the same family member does on his/her job away from home.



FILMSTRIP FUN

You need:

-filmstrip projector

-a filmstrip

-a friend

Choose one of the filmstrips and look at it with a friend. Plan to share what you learned with the class.

1. Watch the filmstrip.
2. Think about what you saw.
3. Share your thoughts with the class.

ALL AROUND TOWN

You need:

-long piece of butcher paper

-paint

-brushes

-some friends

Make a mural of workers in the community. Be sure to show them using the tools they use in their jobs.

WE NEED SKILLS

You need:

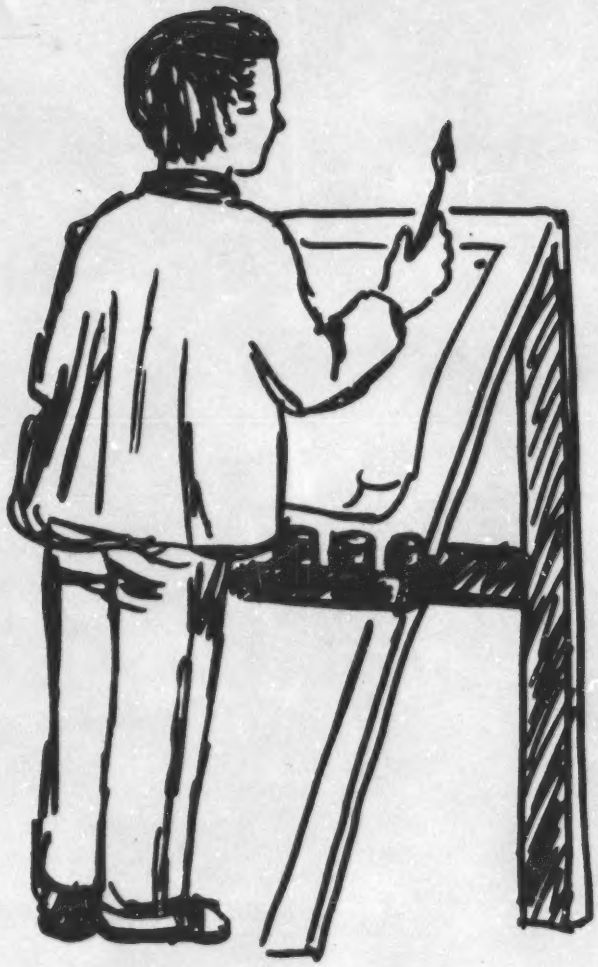
-paper

-scissors

-paste or glue

-magazines and newspapers

Look through magazines and newspapers to find pictures of workers who are using reading, writing or numbers to do their jobs. Cut out the pictures of the workers and paste them on the paper.



I LIKE . . .

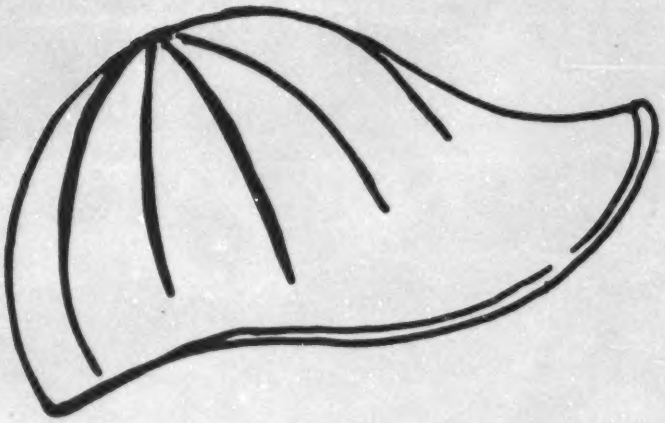
You need:

-easel paper

-paint

Which is your favorite community worker?

Paint a picture of the worker and share it with the class. Tell the children something about what the worker does on his job.



HELPERS HATS

You need:

-paper

-paste or glue

-magazines and newspapers

Look through the magazines and newspapers. Find pictures of hats worn by community workers. Cut them out and paste them on your paper.